

1996-97 Louisiana Progress Profiles

District Composite Report

St. Landry Parish

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Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

-
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

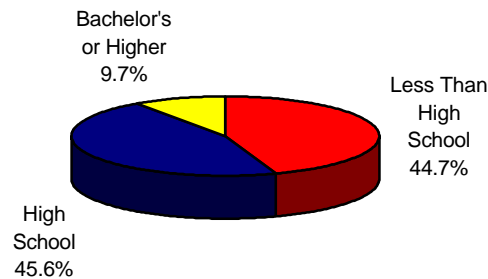
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

St. Landry Parish Socioeconomic and Demographic Overview

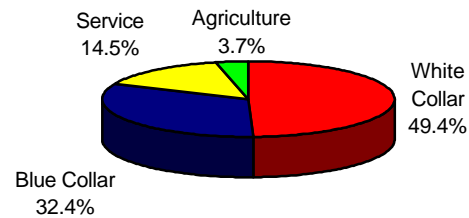
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



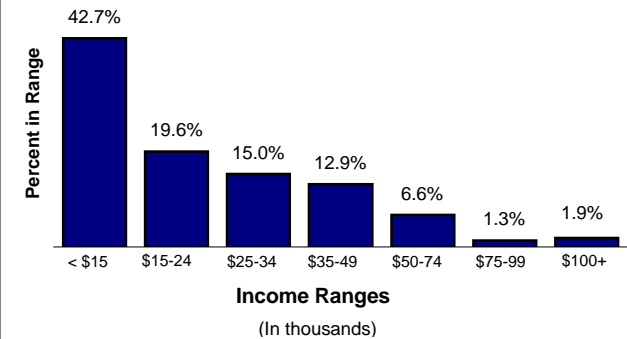
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



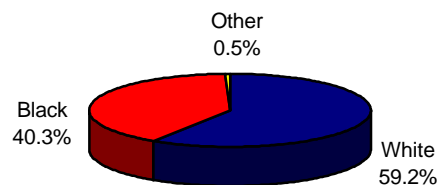
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	20.0%	19.1%	14.8%
All Persons Living Below Poverty Level	36.3%	23.6%	13.5%
Teen Pregnancy Rate	18.2%	17.6%	12.8%

Source: US Bureau of Census, 1990

Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

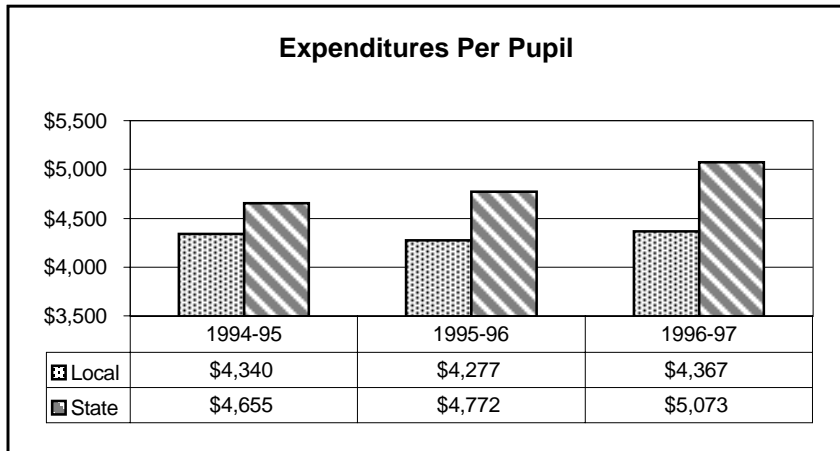
St. Landry Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$13,363,824	18.5%	35.2%	\$13,976,984	18.9%	36.8%	\$14,376,007	18.8%	37.4%
State	\$47,598,514	65.9%	52.8%	\$47,251,788	63.8%	50.9%	\$49,800,618	65.3%	50.8%
Federal	\$11,248,767	15.6%	12.1%	\$12,886,604	17.4%	12.3%	\$12,114,962	15.9%	11.8%
Total	\$72,211,105	100.0%	100.0%	\$74,115,376	100.0%	100.0%	\$76,291,587	100.0%	100.0%

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
17,103	17,004	16,800

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$4,222	\$4,359	\$4,541
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$17,457	\$24,460	\$26,566
1995-96	\$18,457	\$25,961	\$26,800
1996-97	\$19,419	\$25,790	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$48,866,129	66.7%	68.1%	\$49,319,729	68.1%	68.0%	\$49,834,079	68.0%	68.2%
Non-Instructional Expenditures	\$24,363,530	33.3%	31.9%	\$23,144,668	31.9%	32.0%	\$23,433,336	32.0%	31.8%
Subtotal	\$73,229,659	100.0%	100.0%	\$72,464,397	100.0%	100.0%	\$73,267,415	100.0%	100.0%
Facility Acquisition & Construction Services	\$994,237			\$257,728			\$105,479		
Total Expenditures (excluding debt services)	\$74,223,896			\$72,722,125			\$73,372,894		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

Schools in St. Landry Parish					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
16,714	16,976	16,556	16,603	16,805	16,608
1,055	1,097	1,144	1,164	1,177	1,185

Schools in St. Landry Parish

October 1 Membership	16,714	16,976	16,556	16,603	16,805	16,608
Number of Faculty	1,055	1,097	1,144	1,164	1,177	1,185

Faculty with a Master's Degree or Higher											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
43.10	453	40.75	445	39.79	454	38.38	444	37.68	436	36.22	422

Faculty with a Master's Degree or Higher

Class Size Characteristics for Grades K-12											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
~	~	~	~	27.59	314	34.07	400	38.65	451	41.48	477
~	~	~	~	50.00	569	48.47	569	42.25	493	45.13	519
~	~	~	~	22.41	255	17.46	205	19.11	223	13.39	154
~	~	~	~	22.70	84	21.31	78	23.20	71	25.16	77
~	~	~	~	24.59	91	25.68	94	23.86	73	45.42	139
~	~	~	~	52.70	195	53.01	194	52.94	162	29.41	90
~	~	~	~	29.78	212	27.37	196	26.22	199	29.85	243
~	~	~	~	33.15	236	36.45	261	31.23	237	35.63	290
~	~	~	~	37.08	264	36.17	259	42.56	323	34.52	281
~	~	~	~	26.58	42	19.79	37	25.26	49	23.98	47
~	~	~	~	20.25	32	15.51	29	28.87	56	33.16	65
~	~	~	~	53.16	84	64.71	121	45.88	89	42.86	84
24.16	561	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844
38.98	905	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013
36.86	856	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609

Class Size Characteristics for Grades K-12

Elementary Schools

Class Size Range 1 - 20	~	~	~	~	27.59	314	34.07	400	38.65	451	41.48	477
Class Size Range 21 - 26	~	~	~	~	50.00	569	48.47	569	42.25	493	45.13	519
Class Size Range 27 or more	~	~	~	~	22.41	255	17.46	205	19.11	223	13.39	154

Middle/Jr. High Schools

Class Size Range 1 - 20	~	~	~	~	22.70	84	21.31	78	23.20	71	25.16	77
Class Size Range 21 - 26	~	~	~	~	24.59	91	25.68	94	23.86	73	45.42	139
Class Size Range 27 or more	~	~	~	~	52.70	195	53.01	194	52.94	162	29.41	90

High Schools

Class Size Range 1 - 20	~	~	~	~	29.78	212	27.37	196	26.22	199	29.85	243
Class Size Range 21 - 26	~	~	~	~	33.15	236	36.45	261	31.23	237	35.63	290
Class Size Range 27 or more	~	~	~	~	37.08	264	36.17	259	42.56	323	34.52	281

Combination Schools

Class Size Range 1 - 20	~	~	~	~	26.58	42	19.79	37	25.26	49	23.98	47
Class Size Range 21 - 26	~	~	~	~	20.25	32	15.51	29	28.87	56	33.16	65
Class Size Range 27 or more	~	~	~	~	53.16	84	64.71	121	45.88	89	42.86	84

All Schools

Class Size Range 1 - 20	24.16	561	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844
Class Size Range 21 - 26	38.98	905	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013
Class Size Range 27 or more	36.86	856	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
Percent of Student Attendance						
<i>Elementary Schools</i>	~	~	95.65	95.45	95.06	94.82
<i>Middle/Jr. High Schools</i>	~	~	91.29	91.38	90.70	89.45
<i>High Schools</i>	~	~	91.47	91.63	89.65	87.07
<i>Combination Schools</i>	~	~	93.95	93.86	93.35	90.26
<i>All Schools</i>	95.14	94.18	94.24	94.11	93.24	92.14

Student Dropouts													
		1991-92		1992-93 ³		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Student Dropouts													
Grade 7		1.69	28	0.96	16	0.43	7	0.96	16	3.27	53	2.90	42
Grade 8		2.37	32	0.88	12	0.54	8	1.09	15	4.54	66	5.12	71
Grade 9		3.44	45	1.74	24	2.03	29	1.53	23	8.91	138	6.62	102
Grade 10		3.46	42	1.46	18	1.68	20	0.82	10	7.89	98	5.74	71
Grade 11		2.09	21	1.34	13	1.90	19	0.50	5	5.66	54	3.85	39
Grade 12		1.23	9	1.03	8	0.52	4	0.37	3	4.07	34	2.42	19

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

		Students Suspended and Expelled											
		1991-92		1992-93		1993-94		1994-95		1995-96 ¹		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Students Suspended and Expelled													
Elementary Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.30	33
	Suspended (Out of School)	~	~	~	~	3.79	426	4.10	450	3.87	448	4.30	472
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.10	11	0.18	20	0.16	18	0.14	15
Middle/Jr. High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	14.82	292	15.58	306	14.93	287	16.74	300
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.62	32	1.22	24	1.35	26	2.01	36
High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.44	118
	Suspended (Out of School)	~	~	~	~	12.32	469	12.55	490	13.61	654	15.91	770
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.79	30	0.46	18	0.33	16	0.43	21
Combination Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	8.45	83	10.21	97	7.58	80	10.31	106
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.92	9	0.95	9	0.38	4	0.78	8
All Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.82	151
	Suspended (Out of School)	7.09	1,286	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.43	78	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80

District Indicator Summary Results

Student Achievement

		Percent of Students Passing CRT and Number of Students Tested											
		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	92	1,359	93	1,280	94	1,289	94	1,201	96	1,264	98	1,233
	Mathematics	93	1,354	92	1,278	94	1,288	93	1,200	96	1,263	98	1,232
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	90	1,346	88	1,393	91	1,238	90	1,193	90	1,357	92	1,158
	Mathematics	92	1,346	89	1,393	94	1,237	94	1,193	94	1,358	95	1,159
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	87	1,290	88	1,381	88	1,307	90	1,346	91	1,334	90	1,180
	Mathematics	87	1,280	87	1,369	87	1,304	85	1,338	84	1,338	84	1,172
Graduation Exit Exam (GEE) Results													
	Language Arts	91	851	93	867	91	848	91	896	87	972	85	904
	Mathematics	86	851	86	871	81	853	88	900	84	971	82	909
	Written Composition	86	851	96	862	91	843	98	889	96	966	96	900
	Science	91	763	89	773	91	777	85	783	83	778	79	864
	Social Studies	92	761	89	772	87	776	91	781	92	782	87	862

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 ²	1993-94	1994-95	1995-96 ¹	1996-97
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quarter	~	22.6	26.4	27.0	27.7	33.2
	Third Quarter	~	26.7	27.2	28.6	29.5	26.4
	Second Quarter	~	25.4	26.4	26.7	25.7	25.5
	First Quarter	~	25.3	20.0	17.7	17.1	14.9
	Median Percentile Rank	~	49.4	53.4	54.3	55.3	58.6
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quarter	~	18.4	22.0	22.0	24.2	23.9
	Third Quarter	~	24.7	27.0	27.0	26.7	28.7
	Second Quarter	~	34.3	33.3	29.6	31.2	32.7
	First Quarter	~	22.6	17.8	21.4	18.0	14.7
	Median Percentile Rank	~	45.9	49.4	49.5	51.1	51.8
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quarter	~	~	~	~	~	24.9
	Third Quarter	~	~	~	~	~	29.2
	Second Quarter	~	~	~	~	~	30.5
	First Quarter	~	~	~	~	~	15.4
	Median Percentile Rank	~	~	~	~	~	53.2

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

² In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

College Readiness

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Average Composite Score	18.4	18.5	18.3	18.7	18.6

First-time College Freshmen Performance											
1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	~		665		720		725		726		776
~	~	39.70	264	37.78	272	39.86	289	37.74	274	34.02	264
~	~	52.65	139	58.82	160	51.21	148	54.38	149	50.75	134

¹ Represents graduates from the previous school year.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics	2-11

Table 1
Schools in St. Landry Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
049003	Cankton Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	October 1 Membership	179	177	182	158	149	155
	Number of Faculty	15	14	14	15	16	16
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049004	Central Middle School						
	Grade Structure	5-6,S	5-6,NG,S	5-6,NG,S	5-6	5-6,NG	5-6,NG
	October 1 Membership	665	674	612	590	582	542
	Number of Faculty	37	38	38	38	37	37
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049006	Creswell Elementary School						
	Grade Structure	P,K-6,NG,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	400	405	366	286	284	303
	Number of Faculty	32	31	36	31	31	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049007	East Elementary School						
	Grade Structure	K-4,S	P,K-4,S	P,K-4,S	K-4	K-4,NG	K-4,NG
	October 1 Membership	379	362	353	365	343	328
	Number of Faculty	28	29	28	29	29	28
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049008	East Junior High School						
	Grade Structure	7-9,S	7-9,S	7-9,S	7-9	7-8,NG	7-8,NG
	October 1 Membership	463	468	519	491	382	381
	Number of Faculty	39	41	42	42	33	33
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
049009	Eunice Elementary School						
	Grade Structure	K-4,S	K-4,S	K-4,S	K-4	K-4,NG	K-4,NG
	October 1 Membership	447	440	414	379	370	339
	Number of Faculty	30	31	32	32	30	29
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049010	Eunice High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	899	913	930	938	1,001	1,018
	Number of Faculty	52	55	59	60	60	68
	Category	~	~	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Landry Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
049011	Eunice Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	595	582	611	594	603	531
	Number of Faculty	39	39	41	43	45	42
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
049013	Glendale Elementary School						
	Grade Structure	K-4,S	K-4,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG
	October 1 Membership	373	312	336	328	306	314
	Number of Faculty	27	27	27	27	27	25
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049014	Grand Coteau Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	October 1 Membership	287	274	273	258	255	250
	Number of Faculty	23	26	24	24	24	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049015	Grand Prairie Elementary School						
	Grade Structure	P,K-8	P,K-8	P,K-8,NG,S	P,K-8	K-8,NG	K-8,NG
	October 1 Membership	271	248	228	241	246	245
	Number of Faculty	20	19	21	19	20	19
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049016	Grolee Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	714	728	713	724	738	720
	Number of Faculty	42	41	47	47	47	52
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049017	Highland Elementary School						
	Grade Structure	K-4,S	P,K-4,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG
	October 1 Membership	394	403	407	366	344	347
	Number of Faculty	25	27	28	28	27	26
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049018	Krotz Springs Elementary School						
	Grade Structure	K-8	K-8	K-8	K-8	K-8	K-8
	October 1 Membership	364	330	331	329	324	331
	Number of Faculty	24	25	24	25	23	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Landry Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
049019	Lawtell Elementary School						
	Grade Structure	K-8,S	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	780	780	766	719	676	647
	Number of Faculty	48	47	47	51	51	49
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049021	Leonville Elementary School						
	Grade Structure	K-8,S	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	529	542	527	499	501	494
	Number of Faculty	35	38	38	39	38	38
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049023	Melville Elementary School						
	Grade Structure	P,K-6,S	P,K-7,S	P,K-7,S	P,K-7	K-7,NG	K-7,NG
	October 1 Membership	236	286	247	244	240	207
	Number of Faculty	20	22	23	23	23	21
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049026	Morrow Elementary School						
	Grade Structure	K-6,S	K-7,S	K-7,S	K-7	K-7,NG	K-7,NG
	October 1 Membership	143	143	139	136	141	124
	Number of Faculty	12	13	14	14	14	14
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049028	North Elementary School						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	471	480	414	411	409	393
	Number of Faculty	37	34	38	36	36	37
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049029	Northeast Elementary School						
	Grade Structure	K-6,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	374	355	363	358	344	343
	Number of Faculty	29	31	33	34	36	37
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049031	Opelousas Junior High School						
	Grade Structure	7-9,S	7-9,S	7-9,NG,S	7-9	7-8,NG	7-8,NG
	October 1 Membership	571	651	663	691	567	563
	Number of Faculty	44	51	57	57	49	47
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Landry Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
049032	Opelousas Senior High School						
	Grade Structure	10-12,S	10-12,S	10-12,S	10-12	9-12,NG	9-12,NG
	October 1 Membership	693	749	610	782	1,179	1,225
	Number of Faculty	52	51	60	58	69	72
	Category	~	~	High	High	High	High
049033	Palmetto Elementary School						
	Grade Structure	K-6,S	K-7,S	P,K-7,S	P,K-7	K-7,NG	K-7,NG
	October 1 Membership	219	230	214	227	229	223
	Number of Faculty	18	20	18	20	20	22
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049035	Park Vista Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	663	649	661	653	674	673
	Number of Faculty	41	41	41	44	45	47
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049037	Port Barre Elementary School						
	Grade Structure	K-3,S	K-3,S	K-3,S	K-3	K-3,NG	K-3,NG
	October 1 Membership	375	382	354	358	365	367
	Number of Faculty	24	25	25	25	23	24
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049038	Port Barre High School						
	Grade Structure	4-12,S	4-12,NG,S	4-12,NG,S	4-12	4-12,NG	4-12,NG
	October 1 Membership	862	921	898	912	921	939
	Number of Faculty	55	57	56	58	59	59
	Category	~	~	Combination	Combination	Combination	Combination
049040	South Street Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	367	414	422	449	457	511
	Number of Faculty	29	31	33	36	35	39
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049041	Southwest Elementary School						
	Grade Structure	K-6,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	449	482	518	511	436	453
	Number of Faculty	37	37	40	41	40	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Landry Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
049042	Sunset Elementary School						
	Grade Structure	K-8,S	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	678	682	637	618	606	568
	Number of Faculty	47	47	49	48	46	45
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049044	Washington Elementary School						
	Grade Structure	K-6,S	K-7,S	K-7,S	P,K-7	K-7,NG	K-7,NG
	October 1 Membership	186	204	249	241	247	238
	Number of Faculty	25	26	32	37	37	30
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049051	North Central High School						
	Grade Structure	7-12,S	7-12,S	7-12,NG,S	8-12	8-12,NG	8-12,NG
	October 1 Membership	529	459	417	435	444	444
	Number of Faculty	41	40	38	39	39	41
	Category	~	~	High	High	High	High
049052	Beau Chene High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	8-12	8-12,NG	9-12,NG
	October 1 Membership	666	718	655	839	930	938
	Number of Faculty	47	50	51	54	55	58
	Category	~	~	High	High	High	High
049053	Northwest High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	506	569	604	603	624	590
	Number of Faculty	35	41	41	40	40	41
	Category	~	~	High	High	High	High
049054	Arnaudville Elementary School						
	Grade Structure	K-8	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	422	465	466	454	464	476
	Number of Faculty	26	28	31	32	31	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary
049055	Plaisance Elementary School						
	Grade Structure	K-8	K-8	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	565	499	457	416	424	388
	Number of Faculty	33	31	31	31	31	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Landry Parish

District	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
October 1 Membership	16,714	16,976	16,556	16,603	16,805	16,608
Number of Faculty	1,055	1,097	1,144	1,164	1,177	1,185

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049003	Cankton Elementary School	46.67	7	42.86	6	50.00	7	46.67	7	50.00	8	50.00	8
049004	Central Middle School	35.14	13	36.84	14	39.47	15	36.84	14	36.11	13	36.11	13
049006	Creswell Elementary School	31.25	10	29.03	9	30.56	11	22.58	7	23.33	7	25.81	8
049007	East Elementary School	25.00	7	24.14	7	25.00	7	27.59	8	27.59	8	32.14	9
049008	East Junior High School	69.23	27	70.73	29	64.29	27	61.90	26	63.64	21	63.64	21
049009	Eunice Elementary School	33.33	10	29.03	9	37.50	12	34.38	11	36.67	11	34.48	10
049010	Eunice High School	42.31	22	40.00	22	35.59	21	33.33	20	31.67	19	35.29	24
049011	Eunice Junior High School	28.21	11	28.21	11	29.27	12	27.91	12	29.55	13	33.33	14
049013	Glendale Elementary School	37.04	10	37.04	10	44.44	12	48.15	13	50.00	13	45.83	11
049014	Grand Coteau Elementary School	43.48	10	50.00	13	50.00	12	41.67	10	41.67	10	39.13	9
049015	Grand Prairie Elementary School	30.00	6	31.58	6	28.57	6	36.84	7	36.84	7	33.33	6
049016	Grolee Elementary School	47.62	20	36.59	15	36.17	17	36.17	17	40.43	19	36.54	19
049017	Highland Elementary School	40.00	10	37.04	10	32.14	9	28.57	8	30.77	8	32.00	8
049018	Krotz Springs Elementary School	31.82	7	33.33	8	33.33	8	37.50	9	31.82	7	27.27	6
049019	Lawtell Elementary School	31.25	15	31.91	15	36.17	17	35.29	18	37.25	19	36.73	18
049021	Leonville Elementary School	37.14	13	39.47	15	36.84	14	38.46	15	36.84	14	36.84	14
049023	Melville Elementary School	45.00	9	47.62	10	43.48	10	43.48	10	40.91	9	40.00	8
049026	Morrow Elementary School	58.33	7	46.15	6	50.00	7	42.86	6	50.00	7	50.00	7
049028	North Elementary School	45.95	17	38.24	13	39.47	15	44.44	16	40.00	14	38.89	14
049029	Northeast Elementary School	31.03	9	32.26	10	31.25	10	27.27	9	25.71	9	27.78	10
049031	Opelousas Junior High School	56.82	25	46.00	23	44.64	25	42.86	24	37.50	18	36.96	17
049032	Opelousas Senior High School	59.62	31	58.00	29	51.67	31	49.12	28	52.94	36	45.07	32
049033	Palmetto Elementary School	52.94	9	55.00	11	55.56	10	40.00	8	57.89	11	52.38	11
049035	Park Vista Elementary School	43.90	18	41.46	17	36.59	15	36.36	16	37.78	17	36.17	17
049037	Port Barre Elementary School	41.67	10	40.00	10	36.00	9	36.00	9	39.13	9	37.50	9
049038	Port Barre High School	50.00	27	46.43	26	45.45	25	42.11	24	31.58	18	31.58	18
049040	South Street Elementary School	41.38	12	35.48	11	36.36	12	33.33	12	34.29	12	32.43	12
049041	Southwest Elementary School	51.35	19	54.05	20	52.50	21	46.34	19	44.74	17	38.24	13
049042	Sunset Elementary School	40.43	19	36.17	17	34.69	17	33.33	16	36.96	17	24.44	11
049044	Washington Elementary School	52.00	13	46.15	12	59.38	19	58.33	21	54.29	19	50.00	14
049051	North Central High School	43.90	18	42.50	17	44.74	17	43.59	17	43.59	17	41.46	17
049052	Beau Chene High School	59.57	28	58.00	29	58.82	30	55.56	30	50.91	28	44.83	26
049053	Northwest High School	54.29	19	46.34	19	41.46	17	37.50	15	32.50	13	31.71	13
049054	Arnaudville Elementary School	23.08	6	17.86	5	22.58	7	18.75	6	19.35	6	21.88	7
049055	Plaisance Elementary School	57.58	19	48.39	15	45.16	14	46.67	14	46.67	14	45.16	14

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	43.10	453	40.75	445	39.79	454	38.38	444	37.68	436	36.22	422
State	44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049003	Cankton Elementary School												
	Class Size Range 1 - 20	44.44	4	77.78	7	55.56	5	55.56	5	58.33	7	66.67	8
	Class Size Range 21 - 26	55.56	5	11.11	1	44.44	4	44.44	4	41.67	5	33.33	4
	Class Size Range 27 or more	0.00	0	11.11	1	0.00	0	0.00	0	0.00	0	0.00	0
049004	Central Middle School												
	Class Size Range 1 - 20	0.00	0	0.00	0	2.63	1	0.00	0	0.00	0	5.00	2
	Class Size Range 21 - 26	7.69	6	0.00	0	34.21	13	69.77	30	51.22	21	65.00	26
	Class Size Range 27 or more	92.31	72	100.00	76	63.16	24	30.23	13	48.78	20	30.00	12
049006	Creswell Elementary School												
	Class Size Range 1 - 20	14.86	11	43.43	43	30.61	15	70.31	45	88.37	38	69.44	25
	Class Size Range 21 - 26	75.68	56	49.49	49	34.69	17	29.69	19	11.63	5	30.56	11
	Class Size Range 27 or more	9.46	7	7.07	7	34.69	17	0.00	0	0.00	0	0.00	0
049007	East Elementary School												
	Class Size Range 1 - 20	61.90	13	78.26	18	73.91	17	81.82	18	81.82	18	80.95	17
	Class Size Range 21 - 26	38.10	8	21.74	5	21.74	5	18.18	4	18.18	4	19.05	4
	Class Size Range 27 or more	0.00	0	0.00	0	4.35	1	0.00	0	0.00	0	0.00	0
049009	Eunice Elementary School												
	Class Size Range 1 - 20	26.09	6	13.64	3	36.36	8	61.90	13	61.90	13	45.00	9
	Class Size Range 21 - 26	47.83	11	86.36	19	63.64	14	9.52	2	38.10	8	55.00	11
	Class Size Range 27 or more	26.09	6	0.00	0	0.00	0	28.57	6	0.00	0	0.00	0
049013	Glendale Elementary School												
	Class Size Range 1 - 20	60.61	20	80.95	17	71.43	15	70.00	14	85.00	17	100.00	19
	Class Size Range 21 - 26	39.39	13	19.05	4	28.57	6	30.00	6	15.00	3	0.00	0
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049014	Grand Coteau Elementary School												
	Class Size Range 1 - 20	35.29	6	58.82	10	58.82	10	88.24	15	88.24	15	76.47	13
	Class Size Range 21 - 26	52.94	9	29.41	5	35.29	6	11.76	2	11.76	2	23.53	4
	Class Size Range 27 or more	11.76	2	11.76	2	5.88	1	0.00	0	0.00	0	0.00	0
049015	Grand Prairie Elementary School												
	Class Size Range 1 - 20	8.57	3	21.21	7	17.14	6	12.50	4	31.25	10	6.45	2
	Class Size Range 21 - 26	34.29	12	45.45	15	31.43	11	46.88	15	15.63	5	29.03	9
	Class Size Range 27 or more	57.14	20	33.33	11	51.43	18	40.63	13	53.13	17	64.52	20
049016	Grolee Elementary School												
	Class Size Range 1 - 20	2.30	2	1.16	1	17.71	17	6.00	6	30.00	30	27.84	27
	Class Size Range 21 - 26	81.61	71	65.12	56	47.92	46	80.00	80	46.00	46	65.98	64
	Class Size Range 27 or more	16.09	14	33.72	29	34.38	33	14.00	14	24.00	24	6.19	6

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049017	Highland Elementary School												
	Class Size Range 1 - 20	45.00	9	38.89	7	26.32	5	63.16	12	83.33	15	64.71	11
	Class Size Range 21 - 26	55.00	11	55.56	10	73.68	14	36.84	7	16.67	3	35.29	6
	Class Size Range 27 or more	0.00	0	5.56	1	0.00	0	0.00	0	0.00	0	0.00	0
049018	Krotz Springs Elementary School												
	Class Size Range 1 - 20	63.33	57	45.98	40	60.87	56	82.56	71	62.96	51	55.70	44
	Class Size Range 21 - 26	28.89	26	44.83	39	34.78	32	16.28	14	34.57	28	34.18	27
	Class Size Range 27 or more	7.78	7	9.20	8	4.35	4	1.16	1	2.47	2	10.13	8
049019	Lawtell Elementary School												
	Class Size Range 1 - 20	8.33	7	0.00	0	7.04	5	4.35	3	24.29	17	52.17	36
	Class Size Range 21 - 26	53.57	45	48.81	41	54.93	39	49.28	34	34.29	24	39.13	27
	Class Size Range 27 or more	38.10	32	51.19	43	38.03	27	46.38	32	41.43	29	8.70	6
049021	Leonville Elementary School												
	Class Size Range 1 - 20	20.00	9	17.78	8	22.22	10	19.51	8	16.67	7	48.84	21
	Class Size Range 21 - 26	37.78	17	31.11	14	51.11	23	46.34	19	57.14	24	18.60	8
	Class Size Range 27 or more	42.22	19	51.11	23	26.67	12	34.15	14	26.19	11	32.56	14
049023	Melville Elementary School												
	Class Size Range 1 - 20	66.67	24	37.78	17	45.24	19	48.48	16	69.70	23	83.33	10
	Class Size Range 21 - 26	33.33	12	55.56	25	52.38	22	51.52	17	15.15	5	8.33	1
	Class Size Range 27 or more	0.00	0	6.67	3	2.38	1	0.00	0	15.15	5	8.33	1
049026	Morrow Elementary School												
	Class Size Range 1 - 20	61.11	11	75.00	21	75.00	18	91.67	11	60.00	6	92.00	23
	Class Size Range 21 - 26	38.89	7	7.14	2	25.00	6	8.33	1	30.00	3	8.00	2
	Class Size Range 27 or more	0.00	0	17.86	5	0.00	0	0.00	0	10.00	1	0.00	0
049028	North Elementary School												
	Class Size Range 1 - 20	23.26	10	22.34	21	34.55	19	46.24	43	30.19	16	45.00	18
	Class Size Range 21 - 26	60.47	26	77.66	73	63.64	35	43.01	40	30.19	16	47.50	19
	Class Size Range 27 or more	16.28	7	0.00	0	1.82	1	10.75	10	39.62	21	7.50	3
049029	Northeast Elementary School												
	Class Size Range 1 - 20	28.21	11	15.38	6	32.61	15	18.75	9	6.52	3	41.30	19
	Class Size Range 21 - 26	53.85	21	84.62	33	56.52	26	60.42	29	80.43	37	32.61	15
	Class Size Range 27 or more	17.95	7	0.00	0	10.87	5	20.83	10	13.04	6	26.09	12
049033	Palmetto Elementary School												
	Class Size Range 1 - 20	63.33	19	53.13	17	44.44	12	62.96	17	92.86	26	83.33	35
	Class Size Range 21 - 26	30.00	9	40.63	13	48.15	13	37.04	10	7.14	2	14.29	6
	Class Size Range 27 or more	6.67	2	6.25	2	7.41	2	0.00	0	0.00	0	2.38	1

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049035	Park Vista Elementary School												
	Class Size Range 1 - 20	9.68	12	24.55	27	1.82	2	8.93	10	9.65	11	7.02	8
	Class Size Range 21 - 26	50.81	63	32.73	36	59.09	65	75.89	85	74.56	85	68.42	78
	Class Size Range 27 or more	39.52	49	42.73	47	39.09	43	15.18	17	15.79	18	24.56	28
049037	Port Barre Elementary School												
	Class Size Range 1 - 20	25.00	4	25.00	4	31.25	5	35.29	6	26.67	4	20.00	3
	Class Size Range 21 - 26	75.00	12	56.25	9	68.75	11	64.71	11	73.33	11	80.00	12
	Class Size Range 27 or more	0.00	0	18.75	3	0.00	0	0.00	0	0.00	0	0.00	0
049040	South Street Elementary School												
	Class Size Range 1 - 20	47.22	17	22.22	8	14.89	7	8.82	3	21.43	9	14.00	7
	Class Size Range 21 - 26	52.78	19	63.89	23	42.55	20	52.94	18	54.76	23	64.00	32
	Class Size Range 27 or more	0.00	0	13.89	5	42.55	20	38.24	13	23.81	10	22.00	11
049041	Southwest Elementary School												
	Class Size Range 1 - 20	0.00	0	19.35	6	42.11	16	17.50	7	53.49	23	31.25	10
	Class Size Range 21 - 26	58.06	18	51.61	16	47.37	18	55.00	22	20.93	9	34.38	11
	Class Size Range 27 or more	41.94	13	29.03	9	10.53	4	27.50	11	25.58	11	34.38	11
049042	Sunset Elementary School												
	Class Size Range 1 - 20	1.22	1	13.59	14	17.24	15	27.96	26	31.54	41	39.53	51
	Class Size Range 21 - 26	32.93	27	58.25	60	67.82	59	45.16	42	43.08	56	55.04	71
	Class Size Range 27 or more	65.85	54	28.16	29	14.94	13	26.88	25	25.38	33	5.43	7
049044	Washington Elementary School												
	Class Size Range 1 - 20	58.33	7	72.73	8	33.33	4	72.41	21	58.70	27	58.18	32
	Class Size Range 21 - 26	25.00	3	18.18	2	50.00	6	20.69	6	39.13	18	29.09	16
	Class Size Range 27 or more	16.67	2	9.09	1	16.67	2	6.90	2	2.17	1	12.73	7
049054	Arnaudville Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	4.65	2	7.69	3	20.00	7	21.05	8
	Class Size Range 21 - 26	27.78	10	21.62	8	69.77	30	66.67	26	74.29	26	65.79	25
	Class Size Range 27 or more	72.22	26	78.38	29	25.58	11	25.64	10	5.71	2	13.16	5
049055	Plaisance Elementary School												
	Class Size Range 1 - 20	18.33	11	12.96	7	18.52	10	25.93	14	32.08	17	37.25	19
	Class Size Range 21 - 26	41.67	25	74.07	40	51.85	28	48.15	26	45.28	24	58.82	30
	Class Size Range 27 or more	40.00	24	12.96	7	29.63	16	25.93	14	22.64	12	3.92	2

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	27.59	314	34.07	400	38.65	451	41.48	477
	Class Size Range 21 - 26	~	~	~	~	50.00	569	48.47	569	42.25	493	45.13	519
	Class Size Range 27 or more	~	~	~	~	22.41	255	17.46	205	19.11	223	13.39	154
District (All Schools)													
	Class Size Range 1 - 20	24.16	561	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844
	Class Size Range 21 - 26	38.98	905	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013
	Class Size Range 27 or more	36.86	856	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049008	East Junior High School												
	Class Size Range 1 - 20	26.14	23	38.46	40	36.54	38	37.50	39	31.94	23	37.21	32
	Class Size Range 21 - 26	21.59	19	27.88	29	17.31	18	15.38	16	15.28	11	34.88	30
	Class Size Range 27 or more	52.27	46	33.65	35	46.15	48	47.12	49	52.78	38	27.91	24
049011	Eunice Junior High School												
	Class Size Range 1 - 20	9.57	11	13.91	16	12.40	15	6.96	8	15.13	18	15.45	17
	Class Size Range 21 - 26	11.30	13	14.78	17	14.88	18	30.43	35	26.89	32	47.27	52
	Class Size Range 27 or more	79.13	91	71.30	82	72.73	88	62.61	72	57.98	69	37.27	41
049031	Opelousas Junior High School												
	Class Size Range 1 - 20	21.77	27	33.33	51	21.38	31	21.09	31	26.09	30	25.45	28
	Class Size Range 21 - 26	43.55	54	27.45	42	37.93	55	29.25	43	26.09	30	51.82	57
	Class Size Range 27 or more	34.68	43	39.22	60	40.69	59	49.66	73	47.83	55	22.73	25
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	22.70	84	21.31	78	23.20	71	25.16	77
	Class Size Range 21 - 26	~	~	~	~	24.59	91	25.68	94	23.86	73	45.42	139
	Class Size Range 27 or more	~	~	~	~	52.70	195	53.01	194	52.94	162	29.41	90
District (All Schools)													
	Class Size Range 1 - 20	24.16	561	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844
	Class Size Range 21 - 26	38.98	905	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013
	Class Size Range 27 or more	36.86	856	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049010	Eunice High School												
	Class Size Range 1 - 20	16.27	27	18.02	31	16.29	29	17.68	32	18.23	33	21.31	39
	Class Size Range 21 - 26	45.18	75	38.95	67	42.13	75	38.12	69	43.09	78	40.44	74
	Class Size Range 27 or more	38.55	64	43.02	74	41.57	74	44.20	80	38.67	70	38.25	70
049032	Opelousas Senior High School												
	Class Size Range 1 - 20	33.11	49	35.00	49	44.00	66	34.00	51	21.47	41	28.09	66
	Class Size Range 21 - 26	39.19	58	36.43	51	38.00	57	37.33	56	24.61	47	39.15	92
	Class Size Range 27 or more	27.70	41	28.57	40	18.00	27	28.67	43	53.93	103	32.77	77
049051	North Central High School												
	Class Size Range 1 - 20	34.92	44	49.15	58	52.68	59	52.83	56	60.19	62	61.82	68
	Class Size Range 21 - 26	29.37	37	26.27	31	16.96	19	23.58	25	26.21	27	21.82	24
	Class Size Range 27 or more	35.71	45	24.58	29	30.36	34	23.58	25	13.59	14	16.36	18
049052	Beau Chene High School												
	Class Size Range 1 - 20	34.75	49	23.45	34	20.78	32	21.82	36	18.79	31	18.13	31
	Class Size Range 21 - 26	39.01	55	42.76	62	35.71	55	41.82	69	29.70	49	37.43	64
	Class Size Range 27 or more	26.24	37	33.79	49	43.51	67	36.36	60	51.52	85	44.44	76
049053	Northwest High School												
	Class Size Range 1 - 20	23.40	22	28.45	33	22.03	26	18.42	21	26.89	32	33.91	39
	Class Size Range 21 - 26	20.21	19	33.62	39	25.42	30	36.84	42	30.25	36	31.30	36
	Class Size Range 27 or more	56.38	53	37.93	44	52.54	62	44.74	51	42.86	51	34.78	40

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
Class Size Range 1 - 20		~	~	~	~	29.78	212	27.37	196	26.22	199	29.85	243
Class Size Range 21 - 26		~	~	~	~	33.15	236	36.45	261	31.23	237	35.63	290
Class Size Range 27 or more		~	~	~	~	37.08	264	36.17	259	42.56	323	34.52	281
District (All Schools)													
Class Size Range 1 - 20		24.16	561	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844
Class Size Range 21 - 26		38.98	905	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013
Class Size Range 27 or more		36.86	856	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609
State (High Schools)													
Class Size Range 1 - 20		~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26		~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more		~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)													
Class Size Range 1 - 20		29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26		40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more		30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049038	Port Barre High School												
	Class Size Range 1 - 20	24.82	35	24.68	39	26.58	42	19.79	37	25.26	49	23.98	47
	Class Size Range 21 - 26	23.40	33	22.15	35	20.25	32	15.51	29	28.87	56	33.16	65
	Class Size Range 27 or more	51.77	73	53.16	84	53.16	84	64.71	121	45.88	89	42.86	84
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	~	~	26.58	42	19.79	37	25.26	49	23.98	47
	Class Size Range 21 - 26	~	~	~	~	20.25	32	15.51	29	28.87	56	33.16	65
	Class Size Range 27 or more	~	~	~	~	53.16	84	64.71	121	45.88	89	42.86	84
District (All Schools)													
	Class Size Range 1 - 20	24.16	561	26.97	668	27.42	652	29.10	711	31.74	770	34.23	844
	Class Size Range 21 - 26	38.98	905	39.20	971	39.02	928	39.01	953	35.41	859	41.08	1,013
	Class Size Range 27 or more	36.86	856	33.83	838	33.56	798	31.89	779	32.85	797	24.70	609
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555
	Class Size Range 21 - 26	~	~	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356
	Class Size Range 27 or more	~	~	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-13

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
049003 Cankton Elementary School	96.19	96.34	96.56	96.90	96.69	96.03
049004 Central Middle School	95.61	95.29	95.28	95.06	94.83	92.70
049006 Creswell Elementary School	95.64	95.66	95.71	94.66	94.06	93.34
049007 East Elementary School	96.06	95.66	96.10	96.12	95.33	95.09
049009 Eunice Elementary School	96.04	95.39	94.84	95.41	94.82	93.90
049013 Glendale Elementary School	97.03	96.48	96.53	96.46	95.40	95.56
049014 Grand Coteau Elementary School	96.60	95.79	96.13	96.31	95.74	94.40
049015 Grand Prairie Elementary School	95.79	95.95	96.14	95.90	95.59	95.24
049016 Grolee Elementary School	96.07	95.52	96.02	96.03	95.34	95.13
049017 Highland Elementary School	95.41	95.19	95.37	95.50	94.94	93.93
049018 Krotz Springs Elementary School	95.97	95.59	96.05	96.01	95.59	95.35
049019 Lawtell Elementary School	96.36	96.00	95.89	94.59	94.20	92.20
049021 Leonville Elementary School	96.74	95.55	96.20	96.74	96.19	96.29
049023 Melville Elementary School	96.00	95.49	94.97	94.54	93.93	94.18
049026 Morrow Elementary School	93.71	93.37	93.89	92.89	94.67	95.17
049028 North Elementary School	95.48	93.88	94.61	93.88	92.93	93.92
049029 Northeast Elementary School	95.78	95.79	95.96	95.30	95.59	95.79
049033 Palmetto Elementary School	95.40	95.47	96.20	95.47	95.52	95.91
049035 Park Vista Elementary School	96.83	96.23	96.59	96.59	96.64	96.50
049037 Port Barre Elementary School	96.47	95.36	96.54	96.22	96.05	95.90
049040 South Street Elementary School	96.08	95.41	95.50	95.77	95.37	94.40
049041 Southwest Elementary School	96.76	94.75	94.09	94.15	94.50	95.28
049042 Sunset Elementary School	95.57	94.51	93.68	94.18	93.70	94.26
049044 Washington Elementary School	96.34	95.50	95.87	95.14	94.79	96.04
049054 Arnaudville Elementary School	96.62	95.94	96.16	95.94	95.25	95.57
049055 Plaisance Elementary School	96.44	95.97	96.41	95.50	94.65	95.64
District (Elementary Schools)	~	~	95.65	95.45	95.06	94.82
District (All Schools)	95.14	94.18	94.24	94.11	93.24	92.14
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
049008 East Junior High School	92.93	91.84	90.77	92.31	89.96	90.65
049011 Eunice Junior High School	93.12	92.69	93.23	92.49	92.54	89.47
049031 Opelousas Junior High School	91.22	89.18	89.76	89.73	89.26	88.59
District (Middle/Jr. High Schools)	~	~	91.29	91.38	90.70	89.45
District (All Schools)	95.14	94.18	94.24	94.11	93.24	92.14
State (Middle/Jr. High Schools)	~	~	92.84	92.72	92.56	93.14
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
049010 Eunice High School	94.21	90.53	90.81	90.98	89.55	84.96
049032 Opelousas Senior High School	93.34	92.69	91.67	91.32	88.53	89.12
049051 North Central High School	90.30	90.24	89.05	88.72	85.35	81.96
049052 Beau Chene High School	93.94	92.95	92.61	93.36	91.78	88.39
049053 Northwest High School	94.57	92.36	92.58	92.44	91.86	87.99
District (High Schools)	~	~	91.47	91.63	89.65	87.07
District (All Schools)	95.14	94.18	94.24	94.11	93.24	92.14
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
049038 Port Barre High School	95.10	93.67	93.95	93.86	93.35	90.26
District (Combination Schools)	~	~	93.95	93.86	93.35	90.26
District (All Schools)	95.14	94.18	94.24	94.11	93.24	92.14
State (Combination Schools)	~	~	94.45	94.48	94.20	94.67
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
049008	East Junior High School												
	Grade 7	0.40	1	0.85	2	0.00	0	0.00	0	2.79	7	2.65	7
	Grade 8	1.91	3	0.55	1	0.00	0	0.99	2	6.99	13	5.39	11
	Grade 9	0.68	1	0.00	0	0.00	0	0.00	0	~	~	~	~
049010	Eunice High School												
	Grade 9	3.03	11	1.08	4	0.54	2	0.00	0	1.62	6	5.39	20
	Grade 10	2.96	8	0.61	2	0.63	2	0.00	0	3.72	11	5.24	15
	Grade 11	0.47	1	0.44	1	1.97	5	0.00	0	3.46	8	3.27	8
	Grade 12	2.48	5	1.65	3	0.53	1	0.00	0	0.55	1	1.12	2
049011	Eunice Junior High School												
	Grade 7	0.27	1	0.00	0	0.00	0	0.00	0	3.37	11	3.82	11
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	4.51	16	4.36	13
049015	Grand Prairie Elementary School												
	Grade 7	0.00	0	0.00	0	2.63	1	0.00	0	4.76	2	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.94	1
049018	Krotz Springs Elementary School												
	Grade 7	0.00	0	0.00	0	2.08	1	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	2.44	1	0.00	0	0.00	0	6.00	3
049019	Lawtell Elementary School												
	Grade 7	0.00	0	0.00	0	0.80	1	0.00	0	4.55	5	3.13	3
	Grade 8	1.09	1	0.00	0	0.93	1	0.00	0	2.04	2	6.49	5
049021	Leonville Elementary School												
	Grade 7	4.55	3	1.64	1	0.00	0	2.41	2	0.00	0	3.39	2
	Grade 8	3.28	2	0.00	0	0.00	0	0.00	0	2.60	2	0.00	0
049023	Melville Elementary School												
	Grade 7	~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049026	Morrow Elementary School												
	Grade 7	~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049031	Opelousas Junior High School												
	Grade 7	2.75	10	1.88	8	0.68	3	2.34	10	4.59	20	2.92	11
	Grade 8	6.06	14	4.04	9	0.85	2	2.15	5	3.61	9	5.43	12
	Grade 9	3.83	7	4.55	8	3.03	6	3.06	6	~	~	~	~

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
049032	Opelousas Senior High School												
	Grade 9	~	~	~	~	~	~	~	~	11.99	56	6.21	28
	Grade 10	2.22	8	1.43	5	1.61	5	0.00	0	10.48	35	6.61	25
	Grade 11	0.68	2	0.78	2	0.73	2	0.00	0	7.69	19	3.89	10
	Grade 12	0.50	1	0.43	1	0.00	0	0.00	0	7.96	18	3.69	8
049033	Palmetto Elementary School												
	Grade 7	~	~	0.00	0	0.00	0	0.00	0	7.14	1	0.00	0
049038	Port Barre High School												
	Grade 7	6.43	9	0.71	1	0.00	0	1.49	2	2.56	3	4.72	5
	Grade 8	0.99	1	0.00	0	0.00	0	1.05	1	3.64	4	2.06	2
	Grade 9	2.40	3	2.07	3	2.25	4	1.45	2	7.24	11	4.46	7
	Grade 10	3.25	4	1.00	1	0.90	1	0.00	0	6.90	8	6.31	7
	Grade 11	6.67	7	1.04	1	0.00	0	0.00	0	3.81	4	3.85	4
	Grade 12	2.44	2	0.00	0	0.00	0	1.30	1	1.25	1	0.00	0
049042	Sunset Elementary School												
	Grade 7	0.67	1	1.96	3	0.75	1	0.58	1	1.23	2	1.37	2
	Grade 8	2.34	3	0.00	0	0.00	0	1.60	2	7.80	11	1.99	3
049044	Washington Elementary School												
	Grade 7	~	~	0.00	0	0.00	0	2.70	1	0.00	0	2.86	1
049051	North Central High School												
	Grade 7	1.16	2	0.00	0	~	~	~	~	~	~	~	~
	Grade 8	5.47	7	1.18	2	1.87	4	3.82	5	5.07	7	13.33	20
	Grade 9	10.00	11	2.27	2	5.10	5	6.12	9	13.11	16	11.34	11
	Grade 10	6.93	7	2.20	2	6.94	5	6.15	4	5.88	5	2.35	2
	Grade 11	5.75	5	4.35	4	2.47	2	4.84	3	2.13	1	5.56	4
	Grade 12	0.00	0	2.67	2	2.63	2	0.00	0	7.55	4	7.50	3
049052	Beau Chene High School												
	Grade 8	~	~	~	~	~	~	0.00	0	5.00	1	0.00	0
	Grade 9	2.17	6	2.17	6	2.42	8	0.60	2	10.78	36	8.00	28
	Grade 10	3.03	7	1.26	3	2.17	5	1.21	3	9.45	24	5.15	12
	Grade 11	2.49	5	1.14	2	3.50	7	0.54	1	5.58	11	2.49	5
	Grade 12	0.00	0	0.70	1	0.00	0	0.00	0	1.91	3	2.48	4

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049053	Northwest High School												
	Grade 9	3.03	6	0.40	1	1.77	4	1.76	4	6.63	13	4.00	8
	Grade 10	4.35	8	2.78	5	0.98	2	1.68	3	7.85	15	5.88	10
	Grade 11	0.69	1	2.11	3	2.04	3	0.54	1	7.80	11	5.13	8
	Grade 12	0.94	1	0.88	1	0.78	1	1.61	2	4.79	7	1.92	2
049054	Arnaudville Elementary School												
	Grade 7	2.44	1	1.47	1	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	2.86	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049055	Plaisance Elementary School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	2.53	2	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	1.59	1	1.33	1
District													
	Grade 7	1.69	28	0.96	16	0.43	7	0.96	16	3.27	53	2.90	42
	Grade 8	2.37	32	0.88	12	0.54	8	1.09	15	4.54	66	5.12	71
	Grade 9	3.44	45	1.74	24	2.03	29	1.53	23	8.91	138	6.62	102
	Grade 10	3.46	42	1.46	18	1.68	20	0.82	10	7.89	98	5.74	71
	Grade 11	2.09	21	1.34	13	1.90	19	0.50	5	5.66	54	3.85	39
	Grade 12	1.23	9	1.03	8	0.52	4	0.37	3	4.07	34	2.42	19
	Grades 9 - 12	~	~	~	~	~	~	~	~	7.07	324	5.05	231
State													
	Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
	Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
	Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
	Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
	Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
	Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
	Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049003	Cankton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.95	2	0.00	0	0.00	0	0.00	0	0.53	1	3.31	6
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049004	Central Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.58	25	5.42	40	9.37	61	10.54	64	6.94	46	9.80	58
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.27	2	0.15	1	0.49	3	0.00	0	0.00	0
049006	Creswell Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	4.28	16
	Suspended (Out of School)	1.32	6	2.00	9	2.23	10	1.52	6	1.54	6	1.07	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049007	East Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.71	3	0.00	0	0.67	3	0.22	1	0.49	2
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049009	Eunice Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.36	2	0.19	1	0.79	4	0.63	3	2.86	13	2.21	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049013	Glendale Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.22	1	0.53	2	0.00	0	0.50	2	1.23	5	0.26	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049014	Grand Coteau Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.71	2
	Suspended (Out of School)	1.52	5	3.34	11	2.44	8	0.93	3	1.39	4	1.77	5
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049015	Grand Prairie Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.61	11	4.13	13	4.43	14	4.56	13	8.91	27	9.28	27
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.34	1
049016	Grolee Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.44	20	3.57	30	0.24	2	0.24	2	0.00	0	1.28	11
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049017	Highland Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.45	2	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049018	Krotz Springs Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.74	23	6.98	28	4.50	17	4.04	15	4.16	15	5.90	22
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.54	2	0.00	0	0.54	2
049019	Lawtell Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.98	35	4.32	38	3.76	33	8.11	66	9.36	76	10.78	82
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.12	1	0.62	5	0.79	6

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049021	Leonville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.72	4	2.62	15	0.90	5	0.55	3	0.18	1	0.38	2
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.35	2	0.00	0	0.00	0	0.00	0	0.00	0
049023	Melville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.49	15	5.17	17	2.67	8	2.16	6	7.77	24	6.08	16
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.30	1	0.33	1	0.00	0	0.32	1	0.00	0
049026	Morrow Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.74	13	6.86	12	13.66	22	3.14	5	4.29	7	2.65	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.60	1	1.14	2	1.24	2	0.00	0	0.00	0	0.00	0
049028	North Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.73	42	9.51	54	9.20	46	10.16	50	8.38	47	5.03	26
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.18	1	0.35	2	0.40	2	1.02	5	0.18	1	0.00	0
049029	Northeast Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	3.01	13	2.95	13	1.84	8	0.88	4	0.00	0	1.17	5
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.23	1	0.00	0	0.00	0	0.00	0	0.00	0
049033	Palmetto Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.78	20	6.81	19	2.15	5	2.56	6	0.00	0	3.00	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049035	Park Vista Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.54	4	1.34	10	0.41	3	0.98	7	0.26	2	0.80	6
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.13	1	0.00	0
049037	Port Barre Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.48	2	0.46	2	0.00	0	0.00	0	1.00	4	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049040	South Street Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.52	21	5.09	25	1.95	10	3.79	20	2.17	13	2.99	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049041	Southwest Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.47	13	3.06	17	3.47	20	3.02	18	1.81	12	1.52	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.52	3	0.17	1	0.00	0	0.34	2
049042	Sunset Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	9.83	79	11.65	89	9.52	71	10.27	75	10.52	79	12.29	87
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.37	3	0.52	4	0.27	2	0.82	6	0.27	2	0.42	3
049044	Washington Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.26	11	2.54	6	4.89	13	2.05	6	3.75	12	4.04	12
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049054	Arnaudville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.87	15
	Suspended (Out of School)	4.22	20	3.11	16	4.85	25	4.23	21	2.70	14	5.74	30
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.21	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
049055	Plaisance Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	9.89	65	9.26	59	7.32	41	10.48	52	8.08	40	5.53	26
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.15	1	0.47	3	0.00	0	0.40	2	1.62	8	0.21	1
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.30	33
	Suspended (Out of School)	~	~	~	~	3.79	426	4.10	450	3.87	448	4.30	472
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.10	11	0.18	20	0.16	18	0.14	15
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.82	151
	Suspended (Out of School)	7.09	1,286	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.43	78	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049008	East Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	13.13	73	19.56	106	21.82	132	19.80	119	28.54	143	27.99	152
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.80	10	2.03	11	1.98	12	1.00	6	2.40	12	3.31	18
049011	Eunice Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	13.01	92	11.63	80	10.16	71	14.20	98	8.96	66	13.69	85
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.28	2	0.29	2	0.86	6	0.29	2	0.14	1	1.13	7
049031	Opelousas Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	14.16	110	13.83	114	10.14	89	10.40	89	10.23	81	9.09	64
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.93	15	1.46	12	1.59	14	1.87	16	1.64	13	1.56	11

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	14.82	292	15.58	306	14.93	287	16.74	300
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	1.62	32	1.22	24	1.35	26	2.01	36
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.82	151
	Suspended (Out of School)	7.09	1,286	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.43	78	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049010	Eunice High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.23	118
	Suspended (Out of School)	8.85	93	13.32	147	13.95	158	20.09	231	11.29	129	17.16	198
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.29	3	0.54	6	1.41	16	0.70	8	0.00	0	0.09	1
049032	Opelousas Senior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	9.23	79	6.89	58	8.25	65	6.51	54	9.80	141	10.85	163
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.17	10	0.12	1	0.25	2	0.12	1	0.42	6	0.33	5
049051	North Central High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	20.09	135	17.02	88	14.97	81	8.05	38	27.36	145	18.98	100
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	2.23	15	1.16	6	1.48	8	0.42	2	0.19	1	0.76	4
049052	Beau Chene High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.81	92	11.16	93	8.87	80	10.02	94	13.96	146	16.97	177
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.35	3	0.00	0	0.11	1	0.53	5	0.48	5	0.58	6
049053	Northwest High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	11.87	75	15.45	106	12.02	85	10.22	73	13.24	96	19.16	133
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.63	4	0.58	4	0.42	3	0.28	2	0.55	4	0.72	5

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.44	118
	Suspended (Out of School)	~	~	~	~	12.32	469	12.55	490	13.61	654	15.91	770
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.79	30	0.46	18	0.33	16	0.43	21
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.82	151
	Suspended (Out of School)	7.09	1,286	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.43	78	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049038	Port Barre High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	8.40	85	8.57	89	8.03	83	9.74	97	7.58	80	10.31	106
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.89	9	1.06	11	0.87	9	0.90	9	0.38	4	0.78	8
District (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	8.45	83	10.21	97	7.58	80	10.31	106
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.92	9	0.95	9	0.38	4	0.78	8
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.82	151
	Suspended (Out of School)	7.09	1,286	7.73	1,410	7.06	1,270	7.55	1,343	7.74	1,461	8.94	1,640
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.43	78	0.38	70	0.46	82	0.40	71	0.34	64	0.44	80
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	3.50	1,464
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	7.88	3,296
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.05	20
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.21	87
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results.....	4-1
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Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049003	Cankton Elementary School												
	Language Arts	100	27	89	27	94	17	95	21	94	18	100	26
	Mathematics	96	27	96	27	100	17	95	21	100	18	100	26
049006	Creswell Elementary School												
	Language Arts	82	62	88	49	76	46	85	41	83	36	95	40
	Mathematics	77	62	90	49	83	46	93	41	89	37	95	40
049007	East Elementary School												
	Language Arts	91	66	97	59	95	74	100	62	98	61	100	66
	Mathematics	94	66	95	59	91	74	97	62	98	61	100	66
049009	Eunice Elementary School												
	Language Arts	100	71	97	76	95	80	95	57	97	64	100	62
	Mathematics	100	70	99	76	96	80	88	57	95	64	100	62
049013	Glendale Elementary School												
	Language Arts	97	64	100	54	96	73	100	53	100	55	99	72
	Mathematics	98	64	100	54	99	73	100	53	95	55	99	72
049014	Grand Coteau Elementary School												
	Language Arts	93	41	100	32	92	38	91	34	100	29	100	43
	Mathematics	88	40	94	32	100	38	97	34	97	29	95	43
049015	Grand Prairie Elementary School												
	Language Arts	100	35	100	30	100	19	91	22	100	23	100	27
	Mathematics	100	35	97	30	95	19	86	22	100	23	96	27
049016	Grolee Elementary School												
	Language Arts	97	103	98	111	97	103	99	94	98	105	98	103
	Mathematics	97	103	96	111	98	103	99	94	98	105	99	103
049017	Highland Elementary School												
	Language Arts	100	69	93	58	97	87	98	44	99	68	99	67
	Mathematics	94	69	97	58	97	87	100	44	97	68	99	67
049018	Krotz Springs Elementary School												
	Language Arts	96	45	84	37	91	33	95	42	100	28	94	36
	Mathematics	98	45	100	37	91	33	88	42	96	28	95	37
049019	Lawtell Elementary School												
	Language Arts	93	60	87	71	98	81	94	65	95	66	97	69
	Mathematics	86	59	86	71	95	80	92	65	92	66	87	69

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049021	Leonville Elementary School												
	Language Arts	95	55	96	57	98	50	89	45	96	53	97	38
	Mathematics	93	55	91	57	96	50	98	45	96	53	100	38
049023	Melville Elementary School												
	Language Arts	90	41	88	24	91	22	83	23	91	33	93	27
	Mathematics	95	41	79	24	95	22	78	23	82	33	96	26
049026	Morrow Elementary School												
	Language Arts	89	18	71	14	100	17	100	13	100	11	100	12
	Mathematics	89	18	86	14	100	17	92	13	100	11	100	12
049028	North Elementary School												
	Language Arts	73	67	72	65	72	67	88	52	81	54	98	47
	Mathematics	76	66	61	64	72	67	79	52	89	54	89	46
049029	Northeast Elementary School												
	Language Arts	100	42	96	48	94	49	100	42	100	51	100	36
	Mathematics	98	42	100	48	98	49	98	42	100	51	100	36
049033	Palmetto Elementary School												
	Language Arts	95	21	87	23	92	24	83	24	90	30	100	26
	Mathematics	90	21	96	23	96	24	88	24	93	30	100	26
049035	Park Vista Elementary School												
	Language Arts	95	83	100	98	100	68	100	101	100	103	100	89
	Mathematics	96	83	97	98	100	69	97	101	99	103	100	89
049037	Port Barre Elementary School												
	Language Arts	99	94	95	80	95	83	90	79	99	88	99	81
	Mathematics	98	94	95	79	94	83	95	79	95	88	98	81
049040	South Street Elementary School												
	Language Arts	84	49	89	47	100	44	100	65	98	64	96	54
	Mathematics	92	49	96	47	100	44	98	65	95	64	98	54
049041	Southwest Elementary School												
	Language Arts	70	61	86	42	87	62	86	59	91	77	97	59
	Mathematics	95	61	95	42	89	62	95	59	96	77	100	59
049042	Sunset Elementary School												
	Language Arts	92	62	86	57	93	40	100	40	94	48	100	38
	Mathematics	85	62	74	57	95	40	95	39	91	47	100	38

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049044	Washington Elementary School												
	Language Arts	100	16	100	21	100	36	85	26	100	22	96	25
	Mathematics	100	16	100	21	97	35	85	26	100	21	96	25
049054	Arnaudville Elementary School												
	Language Arts	100	45	100	45	100	41	100	50	100	46	98	58
	Mathematics	100	45	100	45	100	41	100	50	100	46	98	58
049055	Plaisance Elementary School												
	Language Arts	87	62	98	55	97	35	87	47	97	31	94	32
	Mathematics	90	61	91	55	94	35	74	47	90	31	100	32
District													
	Language Arts	92	1,359	93	1,280	94	1,289	94	1,201	96	1,264	98	1,233
	Mathematics	93	1,354	92	1,278	94	1,288	93	1,200	96	1,263	98	1,232
State													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049003	Cankton Elementary School												
	Language Arts	95	22	94	34	100	25	100	24	100	15	90	20
	Mathematics	100	22	97	34	96	25	100	24	100	15	95	19
049004	Central Middle School												
	Language Arts	91	299	93	289	92	219	91	236	87	293	89	224
	Mathematics	96	300	92	290	97	219	95	237	92	294	94	223
049006	Creswell Elementary School												
	Language Arts	93	44	88	49	74	50	74	38	85	40	89	36
	Mathematics	93	44	90	49	94	50	95	38	95	40	94	36
049014	Grand Coteau Elementary School												
	Language Arts	98	41	97	35	95	37	79	34	92	37	84	32
	Mathematics	98	41	97	34	95	37	88	34	100	37	88	32
049015	Grand Prairie Elementary School												
	Language Arts	90	31	96	24	97	30	100	24	93	29	100	23
	Mathematics	100	31	96	24	100	30	100	24	100	29	100	23
049016	Grolee Elementary School												
	Language Arts	95	74	96	101	98	81	98	106	99	98	98	94
	Mathematics	95	74	100	101	99	81	99	106	100	98	99	98
049018	Krotz Springs Elementary School												
	Language Arts	97	38	97	33	100	38	100	26	100	43	100	36
	Mathematics	100	38	100	33	100	38	100	26	100	43	100	35
049019	Lawtell Elementary School												
	Language Arts	90	81	89	93	91	67	91	68	88	92	82	77
	Mathematics	85	81	94	93	88	67	84	68	83	92	90	77
049021	Leonville Elementary School												
	Language Arts	100	45	89	66	92	51	93	44	88	56	95	43
	Mathematics	100	45	94	66	88	51	98	44	91	56	95	44
049023	Melville Elementary School												
	Language Arts	94	32	86	36	92	37	100	18	100	14	83	23
	Mathematics	84	32	83	36	84	37	78	18	100	14	87	23
049026	Morrow Elementary School												
	Language Arts	71	21	50	30	90	10	64	11	100	19	90	10
	Mathematics	95	21	80	30	100	10	82	11	89	19	80	10

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049028	North Elementary School												
	Language Arts	75	64	91	43	72	54	71	41	88	51	89	46
	Mathematics	83	64	77	43	83	54	95	41	94	51	84	45
049029	Northeast Elementary School												
	Language Arts	95	56	87	47	98	48	100	40	98	54	100	30
	Mathematics	95	56	98	47	100	48	98	41	98	54	100	30
049033	Palmetto Elementary School												
	Language Arts	83	40	95	20	82	17	95	22	94	32	84	19
	Mathematics	95	40	90	20	94	17	100	22	94	32	95	19
049035	Park Vista Elementary School												
	Language Arts	96	82	99	79	93	84	98	98	98	81	99	97
	Mathematics	95	82	100	79	96	84	98	98	100	81	99	97
049038	Port Barre High School												
	Language Arts	78	108	84	102	90	86	82	92	80	101	90	77
	Mathematics	81	108	77	102	92	86	97	92	96	101	99	77
049040	South Street Elementary School												
	Language Arts	100	40	100	49	100	49	100	59	100	52	97	61
	Mathematics	100	40	98	49	100	49	100	59	98	52	97	61
049041	Southwest Elementary School												
	Language Arts	76	51	65	63	77	62	72	43	77	61	91	47
	Mathematics	78	51	68	63	87	62	84	43	87	61	94	47
049042	Sunset Elementary School												
	Language Arts	93	41	70	64	83	54	85	52	84	49	87	39
	Mathematics	85	41	80	64	93	54	77	52	80	49	95	39
049044	Washington Elementary School												
	Language Arts	100	15	77	26	100	19	89	27	87	39	100	22
	Mathematics	100	15	88	26	100	19	100	27	95	39	100	22
049054	Arnaudville Elementary School												
	Language Arts	94	66	98	46	98	46	100	39	94	53	93	54
	Mathematics	100	66	98	46	100	46	100	39	100	53	98	54
049055	Plaisance Elementary School												
	Language Arts	80	55	78	64	97	63	81	48	94	47	89	45
	Mathematics	72	54	63	64	98	63	81	48	89	47	89	45

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	90	1,346	88	1,393	91	1,238	90	1,193	90	1,357	92	1,158
Mathematics	92	1,346	89	1,393	94	1,237	94	1,193	94	1,358	95	1,159
State												
Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049008	East Junior High School												
	Language Arts	84	163	87	170	88	161	85	160	92	154	92	153
	Mathematics	84	163	84	169	83	162	88	161	87	154	82	152
049011	Eunice Junior High School												
	Language Arts	91	285	91	281	94	277	93	282	90	276	88	232
	Mathematics	94	285	90	281	91	276	87	282	80	277	75	232
049015	Grand Prairie Elementary School												
	Language Arts	100	21	88	25	96	25	95	20	100	32	100	24
	Mathematics	100	21	88	25	100	25	90	20	94	32	100	24
049018	Krotz Springs Elementary School												
	Language Arts	100	39	100	39	100	38	100	40	100	44	96	28
	Mathematics	100	39	100	38	100	38	100	40	100	44	100	28
049019	Lawtell Elementary School												
	Language Arts	92	88	86	93	86	101	94	105	84	83	88	77
	Mathematics	97	87	83	93	82	101	88	105	75	84	88	75
049021	Leonville Elementary School												
	Language Arts	91	53	92	50	95	59	93	69	94	52	94	52
	Mathematics	87	53	94	50	93	59	91	69	92	52	88	52
049023	Melville Elementary School												
	Language Arts	~	~	97	35	90	20	90	21	100	38	94	17
	Mathematics	~	~	91	35	90	20	95	21	100	38	88	17
049026	Morrow Elementary School												
	Language Arts	~	~	89	9	100	10	100	14	100	14	100	6
	Mathematics	~	~	100	9	100	10	100	14	100	14	100	6
049031	Opelousas Junior High School												
	Language Arts	86	206	83	258	79	252	84	275	84	255	85	280
	Mathematics	82	201	82	251	74	250	73	266	83	257	83	275
049033	Palmetto Elementary School												
	Language Arts	~	~	100	20	88	24	100	16	100	11	100	13
	Mathematics	~	~	100	20	96	24	100	16	100	11	100	13
049038	Port Barre High School												
	Language Arts	72	107	83	109	85	98	89	103	92	95	95	78
	Mathematics	83	107	86	106	93	97	91	103	93	95	92	78

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049042	Sunset Elementary School												
	Language Arts	89	118	80	121	93	96	91	118	92	131	88	105
	Mathematics	84	115	82	121	92	96	93	118	79	131	77	105
049044	Washington Elementary School												
	Language Arts	~	~	81	21	85	26	93	27	100	21	100	26
	Mathematics	~	~	81	21	69	26	56	27	76	21	88	26
049051	North Central High School												
	Language Arts	83	121	94	17	67	15	~	~	~	~	~	~
	Mathematics	84	119	82	17	93	15	~	~	~	~	~	~
049054	Arnaudville Elementary School												
	Language Arts	100	32	97	59	98	60	100	40	98	51	100	39
	Mathematics	100	32	97	59	95	60	100	40	96	51	100	39
049055	Plaisance Elementary School												
	Language Arts	82	57	89	74	87	45	76	50	94	66	90	39
	Mathematics	72	58	86	74	82	45	68	50	67	66	79	39
District													
	Language Arts	87	1,290	88	1,381	88	1,307	90	1,346	91	1,334	90	1,180
	Mathematics	87	1,280	87	1,369	87	1,304	85	1,338	84	1,338	84	1,172
State													
	Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
	Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049010	Eunice High School												
	Language Arts	90	206	90	228	87	217	94	204	87	228	88	216
	Mathematics	86	205	84	229	72	217	97	204	88	225	88	217
	Written Composition	86	205	97	229	91	217	100	203	96	223	97	216
	Science	93	164	90	185	86	203	86	188	84	193	86	214
	Social Studies	94	164	89	185	80	203	93	191	97	194	92	215
049032	Opelousas Senior High School												
	Language Arts	85	214	94	211	92	179	87	231	85	239	77	243
	Mathematics	77	216	83	214	78	176	82	228	79	238	78	242
	Written Composition	83	214	96	210	88	179	96	228	98	237	95	242
	Science	91	210	81	188	85	196	74	178	83	177	72	219
	Social Studies	93	208	83	187	88	196	83	175	86	178	82	222
049038	Port Barre High School												
	Language Arts	99	87	99	75	98	80	96	93	93	99	98	85
	Mathematics	98	89	99	77	98	89	94	94	92	102	86	84
	Written Composition	93	87	97	74	99	79	98	91	99	100	99	84
	Science	95	83	93	82	97	74	91	80	88	88	76	90
	Social Studies	93	82	94	82	90	73	97	77	94	88	90	89
049051	North Central High School												
	Language Arts	97	61	94	68	91	46	86	42	79	70	81	59
	Mathematics	89	61	75	68	80	46	79	42	66	70	64	59
	Written Composition	82	61	94	65	91	45	100	42	88	69	97	59
	Science	80	75	93	60	95	55	72	39	59	39	58	53
	Social Studies	85	75	95	59	80	55	92	39	64	39	63	54
049052	Beau Chene High School												
	Language Arts	95	147	95	164	94	172	92	196	89	187	86	182
	Mathematics	86	147	90	164	88	171	86	196	87	186	87	183
	Written Composition	87	149	98	163	95	170	99	195	98	188	97	180
	Science	95	137	93	129	99	142	90	153	83	167	85	157
	Social Studies	93	138	93	130	95	142	92	154	94	169	95	155

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049053	Northwest High School												
	Language Arts	90	136	93	121	92	154	90	130	86	149	84	119
	Mathematics	93	133	87	119	81	154	84	136	87	150	81	124
	Written Composition	86	135	90	121	87	153	95	130	95	149	96	119
	Science	89	94	88	129	95	107	92	145	89	114	80	131
	Social Studies	87	94	89	129	91	107	92	145	95	114	89	127
District													
	Language Arts	91	851	93	867	91	848	91	896	87	972	85	904
	Mathematics	86	851	86	871	81	853	88	900	84	971	82	909
	Written Composition	86	851	96	862	91	843	98	889	96	966	96	900
	Science	91	763	89	773	91	777	85	783	83	778	79	864
	Social Studies	92	761	89	772	87	776	91	781	92	782	87	862
State													
	Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
	Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
	Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
	Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
	Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049003	Cankton Elementary School						
	Fourth Quarter	~	15.4	19.2	57.1	25.0	22.7
	Third Quarter	~	23.1	30.8	28.6	40.0	31.8
	Second Quarter	~	46.2	38.5	14.3	10.0	31.8
	First Quarter	~	15.4	11.5	0.0	25.0	13.6
	Median Percentile Rank	~	47.0	51.5	84.7	58.0	51.5
049006	Creswell Elementary School						
	Fourth Quarter	~	0.0	13.0	12.1	2.3	73.3
	Third Quarter	~	23.9	19.6	30.3	51.2	16.7
	Second Quarter	~	41.8	32.6	36.4	37.2	10.0
	First Quarter	~	34.3	34.8	21.2	9.3	0.0
	Median Percentile Rank	~	35.8	34.0	47.0	51.0	89.2
049007	East Elementary School						
	Fourth Quarter	~	25.8	22.9	21.9	32.7	40.4
	Third Quarter	~	33.3	35.4	31.3	45.5	27.7
	Second Quarter	~	21.2	25.0	23.4	18.2	27.7
	First Quarter	~	19.7	16.7	23.4	3.6	4.3
	Median Percentile Rank	~	57.5	57.0	51.8	63.4	70.0
049009	Eunice Elementary School						
	Fourth Quarter	~	30.3	25.7	32.1	27.3	32.8
	Third Quarter	~	30.3	32.4	23.1	25.5	13.1
	Second Quarter	~	28.8	20.3	25.6	23.6	31.1
	First Quarter	~	10.6	21.6	19.2	23.6	23.0
	Median Percentile Rank	~	58.8	55.0	52.4	55.3	48.0
049013	Glendale Elementary School						
	Fourth Quarter	~	47.2	48.0	37.5	36.4	51.2
	Third Quarter	~	39.6	34.0	37.5	29.5	25.6
	Second Quarter	~	9.4	16.0	19.6	22.7	18.6
	First Quarter	~	3.8	2.0	5.4	11.4	4.7
	Median Percentile Rank	~	74.3	74.5	70.0	59.7	76.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049014	Grand Coteau Elementary School						
	Fourth Quarter	~	5.0	21.1	24.4	31.3	41.7
	Third Quarter	~	37.5	26.3	31.7	18.8	29.2
	Second Quarter	~	27.5	23.7	22.0	34.4	25.0
	First Quarter	~	30.0	28.9	22.0	15.6	4.2
	Median Percentile Rank	~	40.5	42.5	54.7	49.5	70.0
049015	Grand Prairie Elementary School						
	Fourth Quarter	~	42.4	23.1	30.0	15.0	40.0
	Third Quarter	~	21.2	34.6	50.0	35.0	16.0
	Second Quarter	~	24.2	38.5	20.0	35.0	40.0
	First Quarter	~	12.1	3.8	0.0	15.0	4.0
	Median Percentile Rank	~	67.7	52.5	69.5	50.5	68.0
049016	Grolee Elementary School						
	Fourth Quarter	~	36.6	38.5	25.7	45.4	51.5
	Third Quarter	~	30.1	35.6	28.4	25.8	32.3
	Second Quarter	~	20.4	19.2	34.9	20.6	12.1
	First Quarter	~	12.9	6.7	11.0	8.2	4.0
	Median Percentile Rank	~	64.6	70.3	56.0	67.0	76.5
049017	Highland Elementary School						
	Fourth Quarter	~	24.6	32.3	33.9	40.7	45.2
	Third Quarter	~	27.5	24.6	39.3	25.9	28.6
	Second Quarter	~	29.0	23.1	14.3	14.8	21.4
	First Quarter	~	18.8	20.0	12.5	18.5	4.8
	Median Percentile Rank	~	51.3	62.7	63.8	62.0	71.0
049018	Krotz Springs Elementary School						
	Fourth Quarter	~	47.7	41.2	40.0	28.2	50.0
	Third Quarter	~	36.4	26.5	45.7	35.9	36.7
	Second Quarter	~	9.1	23.5	14.3	25.6	10.0
	First Quarter	~	6.8	8.8	0.0	10.3	3.3
	Median Percentile Rank	~	74.5	64.5	70.4	57.0	76.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049019	Lawtell Elementary School						
	Fourth Quarter	~	18.8	14.5	32.9	35.3	15.1
	Third Quarter	~	20.3	27.6	27.8	25.0	24.7
	Second Quarter	~	27.5	19.7	24.1	30.9	38.4
	First Quarter	~	33.3	38.2	15.2	8.8	21.9
	Median Percentile Rank	~	44.0	41.0	60.0	55.4	41.6
049021	Leonville Elementary School						
	Fourth Quarter	~	32.7	29.4	35.8	32.7	23.6
	Third Quarter	~	36.5	25.5	26.4	40.8	29.1
	Second Quarter	~	21.2	29.4	32.1	16.3	36.4
	First Quarter	~	9.6	15.7	5.7	10.2	10.9
	Median Percentile Rank	~	63.7	53.0	54.8	61.3	52.3
049023	Melville Elementary School						
	Fourth Quarter	~	7.3	22.7	11.8	8.0	21.4
	Third Quarter	~	9.8	18.2	17.6	12.0	28.6
	Second Quarter	~	34.1	18.2	35.3	44.0	25.0
	First Quarter	~	48.8	40.9	35.3	36.0	25.0
	Median Percentile Rank	~	26.0	42.0	30.0	34.0	50.3
049026	Morrow Elementary School						
	Fourth Quarter	~	16.7	18.2	0.0	10.0	10.0
	Third Quarter	~	33.3	18.2	53.3	20.0	50.0
	Second Quarter	~	0.0	45.5	40.0	70.0	40.0
	First Quarter	~	50.0	18.2	6.7	0.0	0.0
	Median Percentile Rank	~	39.0	39.0	51.0	46.5	56.5
049028	North Elementary School						
	Fourth Quarter	~	1.6	6.7	3.2	6.5	3.7
	Third Quarter	~	9.7	17.8	11.3	4.3	22.2
	Second Quarter	~	17.7	31.1	29.0	32.6	22.2
	First Quarter	~	71.0	44.4	56.5	56.5	51.9
	Median Percentile Rank	~	16.5	29.0	22.5	23.3	24.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049029	Northeast Elementary School						
	Fourth Quarter	~	14.0	18.4	15.1	27.3	22.0
	Third Quarter	~	32.6	24.5	41.5	42.4	40.0
	Second Quarter	~	27.9	38.8	32.1	18.2	32.0
	First Quarter	~	25.6	18.4	11.3	12.1	6.0
	Median Percentile Rank	~	44.7	47.3	53.7	62.3	56.7
049033	Palmetto Elementary School						
	Fourth Quarter	~	16.7	24.0	28.6	22.7	36.8
	Third Quarter	~	25.0	40.0	17.9	27.3	42.1
	Second Quarter	~	37.5	16.0	32.1	22.7	10.5
	First Quarter	~	20.8	20.0	21.4	27.3	10.5
	Median Percentile Rank	~	37.0	58.3	49.0	52.0	59.0
049035	Park Vista Elementary School						
	Fourth Quarter	~	22.5	39.4	38.7	38.2	45.8
	Third Quarter	~	33.8	25.3	29.3	34.3	20.8
	Second Quarter	~	33.8	27.3	21.3	16.7	21.9
	First Quarter	~	10.0	8.1	10.7	10.8	11.5
	Median Percentile Rank	~	54.3	61.0	68.7	68.5	72.5
049038	Port Barre High School						
	Fourth Quarter	~	32.6	25.3	24.7	14.5	19.8
	Third Quarter	~	18.5	22.8	21.2	28.9	28.6
	Second Quarter	~	15.2	27.8	20.0	23.7	20.9
	First Quarter	~	33.7	24.1	34.1	32.9	30.8
	Median Percentile Rank	~	52.3	48.0	46.2	40.5	48.7
049040	South Street Elementary School						
	Fourth Quarter	~	25.5	58.1	66.7	58.1	44.8
	Third Quarter	~	31.4	32.6	22.2	23.3	29.3
	Second Quarter	~	27.5	7.0	11.1	14.0	20.7
	First Quarter	~	15.7	2.3	0.0	4.7	5.2
	Median Percentile Rank	~	56.0	80.2	81.7	85.0	72.3

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049041	Southwest Elementary School						
	Fourth Quarter	~	5.8	4.3	8.3	7.5	8.8
	Third Quarter	~	11.6	12.8	20.8	22.6	22.5
	Second Quarter	~	29.0	44.7	43.1	41.5	33.8
	First Quarter	~	53.6	38.3	27.8	28.3	35.0
	Median Percentile Rank	~	24.4	33.5	37.4	42.0	35.0
049042	Sunset Elementary School						
	Fourth Quarter	~	17.2	8.6	8.3	2.6	27.1
	Third Quarter	~	27.6	20.7	22.2	20.5	20.8
	Second Quarter	~	27.6	34.5	38.9	46.2	37.5
	First Quarter	~	27.6	36.2	30.6	30.8	14.6
	Median Percentile Rank	~	43.5	34.7	41.7	34.0	49.0
049044	Washington Elementary School						
	Fourth Quarter	~	5.3	0.0	17.6	7.7	16.7
	Third Quarter	~	15.8	25.9	32.4	38.5	33.3
	Second Quarter	~	36.8	37.0	29.4	26.9	37.5
	First Quarter	~	42.1	37.0	20.6	26.9	12.5
	Median Percentile Rank	~	35.0	33.7	51.7	48.5	49.0
049054	Arnaudville Elementary School						
	Fourth Quarter	~	36.5	48.7	52.5	48.0	60.4
	Third Quarter	~	34.6	35.9	30.0	28.0	22.9
	Second Quarter	~	21.2	15.4	15.0	20.0	14.6
	First Quarter	~	7.7	0.0	2.5	4.0	2.1
	Median Percentile Rank	~	68.0	74.0	76.0	75.0	83.0
049055	Plaisance Elementary School						
	Fourth Quarter	~	13.0	21.6	21.9	20.9	30.8
	Third Quarter	~	27.8	25.5	31.3	32.6	19.2
	Second Quarter	~	25.9	35.3	40.6	30.2	38.5
	First Quarter	~	33.3	17.6	6.3	16.3	11.5
	Median Percentile Rank	~	41.0	49.0	51.8	52.3	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	22.6	26.4	27.0	27.7	33.2
	Third Quarter	~	26.7	27.2	28.6	29.5	26.4
	Second Quarter	~	25.4	26.4	26.7	25.7	25.5
	First Quarter	~	25.3	20.0	17.7	17.1	14.9
	Median Percentile Rank	~	49.4	53.4	54.3	55.3	58.6
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049003	Cankton Elementary School						
	Fourth Quarter	~	46.7	62.9	38.5	33.3	46.7
	Third Quarter	~	33.3	20.0	57.7	33.3	20.0
	Second Quarter	~	20.0	17.1	3.8	22.2	26.7
	First Quarter	~	0.0	0.0	0.0	11.1	6.7
	Median Percentile Rank	~	73.0	80.0	72.0	62.0	70.0
049004	Central Middle School						
	Fourth Quarter	~	20.5	15.9	17.8	17.3	19.1
	Third Quarter	~	21.9	31.0	28.7	27.0	29.1
	Second Quarter	~	30.4	36.7	30.0	29.6	34.5
	First Quarter	~	27.2	16.3	23.5	26.0	17.3
	Median Percentile Rank	~	44.6	48.0	48.4	45.4	49.3
049006	Creswell Elementary School						
	Fourth Quarter	~	4.7	17.1	9.4	13.3	13.8
	Third Quarter	~	32.6	26.8	25.0	26.7	6.9
	Second Quarter	~	46.5	43.9	59.4	46.7	48.3
	First Quarter	~	16.3	12.2	6.3	13.3	31.0
	Median Percentile Rank	~	45.0	47.0	40.5	41.7	34.5
049014	Grand Coteau Elementary School						
	Fourth Quarter	~	28.2	14.0	2.9	13.9	26.7
	Third Quarter	~	23.1	9.3	26.5	33.3	13.3
	Second Quarter	~	35.9	67.4	50.0	30.6	43.3
	First Quarter	~	12.8	9.3	20.6	22.2	16.7
	Median Percentile Rank	~	50.3	39.0	38.0	49.0	47.5
049015	Grand Prairie Elementary School						
	Fourth Quarter	~	11.5	22.7	30.6	26.3	5.0
	Third Quarter	~	23.1	36.4	33.3	26.3	65.0
	Second Quarter	~	50.0	18.2	16.7	36.8	25.0
	First Quarter	~	15.4	22.7	19.4	10.5	5.0
	Median Percentile Rank	~	46.0	56.7	63.0	55.0	54.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049016	Grolee Elementary School						
	Fourth Quarter	~	34.3	36.0	38.8	47.9	39.3
	Third Quarter	~	46.3	39.3	31.3	33.0	38.1
	Second Quarter	~	16.4	21.3	22.5	18.1	20.2
	First Quarter	~	3.0	3.4	7.5	1.1	2.4
	Median Percentile Rank	~	63.0	68.2	70.8	74.8	69.0
049018	Krotz Springs Elementary School						
	Fourth Quarter	~	39.0	37.1	52.4	37.5	44.1
	Third Quarter	~	36.6	51.4	35.7	41.7	35.3
	Second Quarter	~	22.0	8.6	7.1	20.8	14.7
	First Quarter	~	2.4	2.9	4.8	0.0	5.9
	Median Percentile Rank	~	73.7	66.8	75.6	64.0	72.3
049019	Lawtell Elementary School						
	Fourth Quarter	~	6.5	14.3	19.0	17.5	19.0
	Third Quarter	~	25.0	29.7	24.1	22.2	21.5
	Second Quarter	~	38.0	31.9	22.4	34.9	25.3
	First Quarter	~	30.4	24.2	34.5	25.4	34.2
	Median Percentile Rank	~	36.0	46.0	44.5	44.0	41.5
049021	Leonville Elementary School						
	Fourth Quarter	~	32.1	13.8	24.5	22.7	34.0
	Third Quarter	~	26.8	33.8	39.6	27.3	19.1
	Second Quarter	~	25.0	32.3	18.9	34.1	44.7
	First Quarter	~	16.1	20.0	17.0	15.9	2.1
	Median Percentile Rank	~	55.0	48.8	57.7	50.0	51.3
049023	Melville Elementary School						
	Fourth Quarter	~	21.7	13.0	5.3	6.3	27.8
	Third Quarter	~	8.7	34.8	15.8	25.0	16.7
	Second Quarter	~	39.1	30.4	47.4	43.8	38.9
	First Quarter	~	30.4	21.7	31.6	25.0	16.7
	Median Percentile Rank	~	39.0	51.3	33.3	37.5	44.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049026	Morrow Elementary School						
	Fourth Quarter	~	7.7	0.0	0.0	~	12.5
	Third Quarter	~	38.5	11.1	25.0	~	50.0
	Second Quarter	~	38.5	33.3	41.7	~	37.5
	First Quarter	~	15.4	55.6	33.3	~	0.0
	Median Percentile Rank	~	49.0	25.8	34.0	~	~
049028	North Elementary School						
	Fourth Quarter	~	6.8	11.1	10.0	4.4	4.9
	Third Quarter	~	23.7	17.8	25.0	31.1	24.4
	Second Quarter	~	39.0	60.0	32.5	46.7	53.7
	First Quarter	~	30.5	11.1	32.5	17.8	17.1
	Median Percentile Rank	~	38.0	40.7	40.0	39.7	40.8
049029	Northeast Elementary School						
	Fourth Quarter	~	9.1	10.3	8.7	22.5	21.2
	Third Quarter	~	18.2	28.2	32.6	32.5	50.0
	Second Quarter	~	54.5	48.7	43.5	45.0	28.8
	First Quarter	~	18.2	12.8	15.2	0.0	0.0
	Median Percentile Rank	~	34.7	47.0	44.7	52.3	63.0
049033	Palmetto Elementary School						
	Fourth Quarter	~	6.7	13.3	8.3	18.8	26.3
	Third Quarter	~	13.3	40.0	41.7	31.3	31.6
	Second Quarter	~	63.3	40.0	50.0	31.3	31.6
	First Quarter	~	16.7	6.7	0.0	18.8	10.5
	Median Percentile Rank	~	38.5	51.0	49.7	50.0	60.0
049035	Park Vista Elementary School						
	Fourth Quarter	~	36.6	39.2	31.6	40.2	44.7
	Third Quarter	~	22.5	36.5	31.6	33.3	40.8
	Second Quarter	~	32.4	23.0	28.9	21.8	11.8
	First Quarter	~	8.5	1.4	7.9	4.6	2.6
	Median Percentile Rank	~	59.3	70.0	65.0	69.0	74.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049038	Port Barre High School						
	Fourth Quarter	~	19.6	18.9	25.3	18.4	13.3
	Third Quarter	~	16.7	19.8	16.5	25.0	32.0
	Second Quarter	~	34.3	25.5	24.2	34.2	41.3
	First Quarter	~	29.4	35.8	34.1	22.4	13.3
	Median Percentile Rank	~	38.4	38.7	46.7	47.3	48.0
049040	South Street Elementary School						
	Fourth Quarter	~	15.8	91.5	83.3	80.4	72.7
	Third Quarter	~	34.2	6.4	13.9	17.4	22.7
	Second Quarter	~	42.1	2.1	0.0	2.2	4.5
	First Quarter	~	7.9	0.0	2.8	0.0	0.0
	Median Percentile Rank	~	48.3	93.5	89.3	88.7	83.5
049041	Southwest Elementary School						
	Fourth Quarter	~	2.0	7.4	9.3	0.0	7.5
	Third Quarter	~	14.3	13.2	14.8	17.1	17.0
	Second Quarter	~	38.8	33.8	24.1	37.1	49.1
	First Quarter	~	44.9	45.6	51.9	45.7	26.4
	Median Percentile Rank	~	27.6	27.8	24.5	27.0	35.0
049042	Sunset Elementary School						
	Fourth Quarter	~	8.0	3.6	8.1	10.2	4.8
	Third Quarter	~	12.0	10.7	24.2	10.2	23.8
	Second Quarter	~	28.0	53.6	41.9	44.9	28.6
	First Quarter	~	52.0	32.1	25.8	34.7	42.9
	Median Percentile Rank	~	25.4	33.6	42.5	36.3	31.0
049044	Washington Elementary School						
	Fourth Quarter	~	15.4	3.6	13.6	3.6	13.5
	Third Quarter	~	23.1	3.6	13.6	14.3	24.3
	Second Quarter	~	30.8	60.7	22.7	53.6	45.9
	First Quarter	~	30.8	32.1	50.0	28.6	16.2
	Median Percentile Rank	~	46.0	30.8	27.0	39.8	42.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049054	Arnaudville Elementary School						
	Fourth Quarter	~	24.2	35.6	38.5	39.0	31.0
	Third Quarter	~	42.4	26.7	38.5	34.1	31.0
	Second Quarter	~	27.3	28.9	23.1	26.8	28.6
	First Quarter	~	6.1	8.9	0.0	0.0	9.5
	Median Percentile Rank	~	58.5	61.0	68.7	62.3	57.7
049055	Plaisance Elementary School						
	Fourth Quarter	~	6.7	8.9	3.3	7.0	5.0
	Third Quarter	~	28.9	48.9	18.0	18.6	20.0
	Second Quarter	~	37.8	26.7	54.1	39.5	52.5
	First Quarter	~	26.7	15.6	24.6	34.9	22.5
	Median Percentile Rank	~	38.0	53.5	41.2	38.0	35.5
District							
	Fourth Quarter	~	18.4	22.0	22.0	24.2	23.9
	Third Quarter	~	24.7	27.0	27.0	26.7	28.7
	Second Quarter	~	34.3	33.3	29.6	31.2	32.7
	First Quarter	~	22.6	17.8	21.4	18.0	14.7
	Median Percentile Rank	~	45.9	49.4	49.5	51.1	51.8
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049008	East Junior High School						
	Fourth Quarter	~	~	~	~	~	10.7
	Third Quarter	~	~	~	~	~	20.0
	Second Quarter	~	~	~	~	~	47.9
	First Quarter	~	~	~	~	~	21.4
	Median Percentile Rank	~	~	~	~	~	38.8
049011	Eunice Junior High School						
	Fourth Quarter	~	~	~	~	~	24.5
	Third Quarter	~	~	~	~	~	33.8
	Second Quarter	~	~	~	~	~	26.5
	First Quarter	~	~	~	~	~	15.2
	Median Percentile Rank	~	~	~	~	~	56.0
049015	Grand Prairie Elementary School						
	Fourth Quarter	~	~	~	~	~	53.6
	Third Quarter	~	~	~	~	~	28.6
	Second Quarter	~	~	~	~	~	14.3
	First Quarter	~	~	~	~	~	3.6
	Median Percentile Rank	~	~	~	~	~	77.5
049018	Krotz Springs Elementary School						
	Fourth Quarter	~	~	~	~	~	71.4
	Third Quarter	~	~	~	~	~	26.2
	Second Quarter	~	~	~	~	~	2.4
	First Quarter	~	~	~	~	~	0.0
	Median Percentile Rank	~	~	~	~	~	84.8
049019	Lawtell Elementary School						
	Fourth Quarter	~	~	~	~	~	18.9
	Third Quarter	~	~	~	~	~	37.7
	Second Quarter	~	~	~	~	~	34.0
	First Quarter	~	~	~	~	~	9.4
	Median Percentile Rank	~	~	~	~	~	52.6

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049021	Leonville Elementary School						
	Fourth Quarter	~	~	~	~	~	46.8
	Third Quarter	~	~	~	~	~	29.8
	Second Quarter	~	~	~	~	~	17.0
	First Quarter	~	~	~	~	~	6.4
	Median Percentile Rank	~	~	~	~	~	71.0
049031	Opelousas Junior High School						
	Fourth Quarter	~	~	~	~	~	26.5
	Third Quarter	~	~	~	~	~	28.7
	Second Quarter	~	~	~	~	~	29.4
	First Quarter	~	~	~	~	~	15.4
	Median Percentile Rank	~	~	~	~	~	54.7
049038	Port Barre High School						
	Fourth Quarter	~	~	~	~	~	40.0
	Third Quarter	~	~	~	~	~	37.5
	Second Quarter	~	~	~	~	~	17.5
	First Quarter	~	~	~	~	~	5.0
	Median Percentile Rank	~	~	~	~	~	69.8
049042	Sunset Elementary School						
	Fourth Quarter	~	~	~	~	~	14.8
	Third Quarter	~	~	~	~	~	40.0
	Second Quarter	~	~	~	~	~	34.8
	First Quarter	~	~	~	~	~	10.4
	Median Percentile Rank	~	~	~	~	~	52.3
049051	North Central High School						
	Fourth Quarter	~	~	~	~	~	6.3
	Third Quarter	~	~	~	~	~	13.8
	Second Quarter	~	~	~	~	~	35.0
	First Quarter	~	~	~	~	~	45.0
	Median Percentile Rank	~	~	~	~	~	29.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
049054	Arnaudville Elementary School						
	Fourth Quarter	~	~	~	~	~	50.0
	Third Quarter	~	~	~	~	~	39.5
	Second Quarter	~	~	~	~	~	7.9
	First Quarter	~	~	~	~	~	2.6
	Median Percentile Rank	~	~	~	~	~	76.3
049055	Plaisance Elementary School						
	Fourth Quarter	~	~	~	~	~	7.5
	Third Quarter	~	~	~	~	~	14.9
	Second Quarter	~	~	~	~	~	55.2
	First Quarter	~	~	~	~	~	22.4
	Median Percentile Rank	~	~	~	~	~	37.0
District							
	Fourth Quarter	~	~	~	~	~	24.9
	Third Quarter	~	~	~	~	~	29.2
	Second Quarter	~	~	~	~	~	30.5
	First Quarter	~	~	~	~	~	15.4
	Median Percentile Rank	~	~	~	~	~	53.2
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshman Performance.....	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results
Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
049010 Eunice High School	19.2	18.6	18.2	18.2	18.2	18.5
049032 Opelousas Senior High School	17.7	18.3	17.7	18.5	18.4	17.5
049038 Port Barre High School	19.8	20.4	19.5	19.9	19.9	20.6
049051 North Central High School	17.3	17.8	17.8	18.0	18.6	17.8
049052 Beau Chene High School	18.9	19.0	18.8	19.9	19.6	19.0
049053 Northwest High School	17.0	17.3	18.2	17.8	17.6	18.5
District (Public)	18.4	18.5	18.3	18.7	18.6	18.6
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

First-Time Freshman Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
049010 Eunice High School													
	Number of High School Graduates ¹		~		172		148		173		189		189
	HS Graduates Who Were First-time College Freshmen	~	~	53.49	92	48.65	72	49.13	85	37.57	71	33.86	64
	First-time Freshmen Enrolled in College Remedial Courses	~	~	55.43	51	58.33	42	67.06	57	70.42	50	71.88	46
049032 Opelousas Senior High School													
	Number of High School Graduates ¹		~		170		199		174		178		193
	HS Graduates Who Were First-time College Freshmen	~	~	42.35	72	38.69	77	39.08	68	39.89	71	26.42	51
	First-time Freshmen Enrolled in College Remedial Courses	~	~	52.78	38	63.64	49	45.59	31	54.93	39	50.98	26
049038 Port Barre High School													
	Number of High School Graduates ¹		~		71		81		80		67		92
	HS Graduates Who Were First-time College Freshmen	~	~	29.58	21	27.16	22	47.50	38	38.81	26	35.87	33
	First-time Freshmen Enrolled in College Remedial Courses	~	~	57.14	12	40.91	9	31.58	12	26.92	7	39.39	13
049051 North Central High School													
	Number of High School Graduates ¹		~		51		65		61		60		37
	HS Graduates Who Were First-time College Freshmen	~	~	29.41	15	15.38	10	14.75	9	20.00	12	21.62	8
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.33	8	80.00	8	33.33	3	58.33	7	50.00	4
049052 Beau Chene High School													
	Number of High School Graduates ¹		~		120		127		120		135		161
	HS Graduates Who Were First-time College Freshmen	~	~	15.83	19	25.98	33	40.83	49	34.81	47	36.65	59
	First-time Freshmen Enrolled in College Remedial Courses	~	~	26.32	5	48.48	16	48.98	24	44.68	21	28.81	17
049053 Northwest High School													
	Number of High School Graduates ¹		~		81		100		117		97		104
	HS Graduates Who Were First-time College Freshmen	~	~	55.56	45	58.00	58	34.19	40	48.45	47	47.12	49
	First-time Freshmen Enrolled in College Remedial Courses	~	~	55.56	25	62.07	36	52.50	21	53.19	25	57.14	28
District (Public)													
	Number of High School Graduates ¹		~		665		720		725		726		776
	HS Graduates Who Were First-time College Freshmen	~	~	39.70	264	37.78	272	39.86	289	37.74	274	34.02	264
	First-time Freshmen Enrolled in College Remedial Courses	~	~	52.65	139	58.82	160	51.21	148	54.38	149	50.75	134
State (Public)													
	Number of High School Graduates ¹		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

middle/junior high category—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.